

Kentucky and Bataan: Time of Courage and Sacrifice

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Intended grade level: 11th

Number of students: varies

Major content: U.S. History

Unit: World War II

Lesson length: 1 class period

Context

- Students will study famous military defensive stands and their respective significance in history.
- Students will study the role of geography and the strategy and tactics used in the military stands.
- Students will study World War II, the contextual history for Japanese aggression, and do a comparative and contrast geographical analysis of the European and Pacific theaters of military operations.
- Students will analyze and assess Japanese air/ground combative fighting capabilities.
- Students will learn of the various Kentuckians who contributed to the military defensive stand at Bataan
- Students will learn of the Kentuckians' courage and sacrifice against the numerically superior Japanese forces.
- Students will examine and critically evaluate what mental and physical faculties the Kentuckians needed to possess in order to endure and survive the brutal hardship and experience as prisoners of war.
- Students will debate/discuss definitions of courage and sacrifice.
- Students will deliberate questions: How does a soldier exercise these traits of courage and sacrifice? When does a soldier fight to the death and when does one choose to surrender? What elements of consideration enter into such decision-making? Where do the calls of duty and honor as a soldier factor in such decision? What are the ultimate commitments and responsibilities that a soldier should display and uphold in the face of certain with defeat and death? What was it like being a prisoner of war? Why did some survive and others did not?

Standards

SS-H-5.1.2

Students will analyze primary sources that allow individuals to experience history from the perspectives of people who lived it.

SS-H-5.1.3

Students will examine cause-and-effect relationships that can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>The place and role of war in defending the rights, culture, and property of a people.</p> <p>The transformational power of war and the human response to it. A study of individual Kentuckians at Bataan, those who made it (37 out of 66), and those who did not.</p> <p>The importance of memorializing the courageous, sacrificial, and heroic military response of common people of Kentucky.</p>	<p>World War II: The Pacific Theatre—study of the Japanese invasion of Bataan, means and methods, and the US response, particularly the role that Kentuckians played in the battle—students will use strategical and tactical analysis of the war aims, exercise critical thinking skills, and examine the contextual dynamics and attitudes of the era..</p> <p>The conceptual study of military leadership, courage, duty, and sacrifice in war—in what ways did Kentuckians at Bataan demonstrate in battle and how their action was similar and differed with other great historical military defensive stands.</p> <p>The transformational power of war upon social (women, racial integration), political, economic, and technological change are listed, understood, and impact assessed.</p>	<p>SS-H-5.1.3 Students will examine cause-and-effect relationships that can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).</p> <p>SS-H-5.1.2 Students will analyze primary sources that allow individuals to experience history from the perspectives of people who lived it</p>

Connections

- Students will analyze and review the military and human elements of famous historical stands (Thermopylae and the Alamo) and connect them with those assessed and demonstrated at Bataan.
- Students will critically examine and constructively assess the means, measures, and materials that were necessary to prepare the battlefield for engagement.
- Students will integrate analysis from primary sources (letters, diaries) with the physical and mental challenges of being a prisoner of war and the courage and sacrifice displayed in battle.
- Students will analyze and examine the near and long term effects of a prisoner of war experience upon the mental and physical state of a soldier's future.

Resources, Media and Technology

- Specific Materials and Equipment
 1. Pictorial action of a Thermopylae, Alamo, and Bataan Scenes for Visual Thinking Skill analytical exercise (who, what, when, why, so what, historical significance).
 2. Overhead projector to show students the Thermopylae and Alamo pictorial scenes.
 3. Primary sources (letters, diaries) from Kentuckian prisoners of war at Bataan.
 4. Video and/or visit of/from a prisoner of war to bring the historical past into the classroom and humanize the event to the students.

Objective / Assessment Organizer			
Objective Number	Type of Assessment	Description of Assessment	Adaptations and/or Accommodations
Objective 1	Formative	Open response question: Take a primary source from a Confederate family and a primary source from a Union family and analyze allegiance and socio-cultural attitudes, contextual geographical placement (where they lived—city or rural, southern Kentucky or closer to Ohio, etc.), and socio-economic status and family history/geographical genealogy.	Extra time for ESL learners and students with IEP's.
Objective 2	Formative	Exam: Identify monuments, Louisville streets, and Kentucky counties; all named after Union/ Confederate leaders. Include multiple choice questions and map demonstration of geographical Union and Confederate divisions.	Extra time for ESL learners and students with IEP's.

- Internet Sources: Videos/visual learning
 1. Youtube: The last stand of the 300/part 1/6.
 2. Youtube: Why should you remember the Alamo?
 3. Youtube: What was the “Bataan Death March”
 4. Youtube: Bataan—the Harrodsburg Tankers: A time for courage....a time for heroes.
 5. www.ket.org/thewar/kyprograms.htm
- Internet Sources: Information/contextual history
 1. <http://www.americanwwii.com/articles/the-battling-bastards-of-bataan/>
 2. <http://kynghistory.ky.gov/history/4qtr/Harrodsburg+Tankers.htm>

Instructions

- Introduction to Lesson: 2-5 minutes
 1. Inform the class of the agenda and objectives for the day.
 2. Inform the class of the procedures of instruction and activities to ensure that learning objectives have been achieved.
 3. Inform the class of the important take-aways and concluding significances that are to be described, the strategies and activities you will use to involve students and accomplish your objectives; including how you will trigger prior knowledge and adapt strategies to meet individual student needs and the diversity in your classroom.

- VTS activities: Pictures of Military Defensive Stands in History: 10-12 minutes
 1. Thermopylae battle scene between Spartans and Persians
 2. Alamo battle scene between Texans and Mexicans
 3. Bataan battle scene between Americans/Philippines' and Japanese. Importantly, have students read the poetic Battle cry of the Philippines Defense Forces and reason why the last line (see beginning of lesson plan).
- Analytical contextual discussion of similarities and differences of the above battle scenes: 10/15 minutes
 1. Similarity: smaller force v. larger invading one
 2. Similarity: courage, abandonment/left to defend crucial position, battlefield bravery.
 3. Difference: geographical disposition/battlefield design.
 4. Difference: Thermopylae/Alamo—all die; at Bataan, 3000 taken prisoner and forced to march length way.
- Closer examination of the role of Kentuckians at Bataan: 30-40 minutes
 1. Who were these Kentuckians? Where did they live in Kentucky? What were their ages? Why were they there in Bataan? What caused them to go to Bataan? (May want to compare/contrast the motives of Davy Crockett and his Tennessee Volunteers who went to the Alamo in Texas).
 2. Hand out primary sources to students--a letter, diary entry, journal piece of each Kentuckian.
 - Organize students in five groups to discuss their individuals and the primary sources. Have group leaders and group members go to the board and characterize the Kentuckian POWs.
 - Have them list/ discuss the traits that were courageous and sacrificial to the unit.
 - Analyze the things that enabled the Kentuckians to survive their experience as POWs.
 - Lastly, examine how the ones that survived Bataan and WWII continued after the war.
 3. Have the students watch the video on the Bataan Death March followed by the Harrodsburg Tankers documentary and/or the reflection of a surviving POW of the Bataan experience.
 - Importantly, how did the Bataan experience mold and effect each one's character and life after the war.
 - Ask students, "how important is it to remember what they did and what do they teach us today?"
- Conclusion/Impact/Reflection of the Battle of Bataan: The Courage and Sacrifice of American and Filipinos Forces, and the Role of Kentuckians at Bataan: 5-10 minutes.
 1. Ask students "what should be remembered from Bataan?"
 2. Ask students "what lessons can we learn from the Kentuckians who were there?"

Assessment Plan

Objective / Assessment Organizer			
Objective Number	Type of Assessment	Description of Assessment	Adaptations and/or Accommodations
Objective 1	Formative	Essay open response and reflection: The Battle of Bataan and the Kentuckian role in it. (Choose one of three essay questions and use of given primary sources). Apply critical thinking, analysis, and contextual assessment, and then and current attitudes between US, Filipino, and Japanese with Bataan as background.	Extra time for students with IEP's.
Objective 2	Formative	Identify terms, map location, and answer multiple choice questions.	Extra time for students with IEP's.

Impact / Reflection

- Using the primary sources, teacher will ask students to discern and discuss the time and moment of when to fight and what moral directs them to this decision.
- Importantly, reflecting upon the time, historical forces at work, teacher will ask what decision would they—he or she—may have made. When is it “right” and/or “best” to defend to the last soldier and when is it wise to “surrender?” Is there dishonor in the latter? (Look at the historical examples.)
- Reflecting upon the above learning objectives, how more analytical and critical minded are the students. Are they able to critically contextualize the time and situation? How do they express there critical analysis in essay format?

Refinement / Lesson Extension

- Based on the reflection, ask students to apply the Kentuckian Bataan experience to the concept of courage and sacrifice today? Would they be willing to undergo such experience? Is experiencing such POW captivity heroic or just simply the ability to endure and survive harsh circumstances? Should have the Americans at Bataan fought defensively to the last man/woman as at Thermopylae or the Alamo? Reading the last line in the initial poem (Battling Bastards of Bataan) how do you think some of the American soldiers felt about Bataan?
- The decision to fight—when, where, how, and assessing the value of it for long term effects and impact is a difficult decision for a commander. Inform the students that taking military stance against an unrelated enemy is not difficult. Taking military opposition to a related enemy, more so a related people, indeed including within the family such as during the Civil War, is extremely difficult. Contextual, analytical, and critical thinking of northern and southern mindsets will be examined as a follow-up lesson. Kentuckians fought each other during the Civil War. How could brother fight brother?

VTS Images for Analysis

- Images to be depicted as part of the VTS analysis: Thermopylae, Alamo, and Bataan.













